

USER'S GUIDE

USER'S GUIDE: Making the Case for Domestic Violence Prevention Using a Cost-Effectiveness Framework



TRANSFORMING COMMUNITIES
Creating Safety, Justice & Equality

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NOTES & ACKNOWLEDGMENTS

How did this User's Guide Come About?

Founded and operated by Marin Abused Women's Services in 1997, Transforming Communities: Technical Assistance and Training Resource Center (TC-TAT) advances new practices, skill development, movement-building and policies to address and prevent violence against women (VAW). TC-TAT works to strengthen the collective efforts of VAW and allied organizations, policy makers and funders to build a strong social movement and create sustainable, community-based initiatives that promote safety, justice, and equality. By providing constituent-driven training and support and facilitating peer learning communities, TC-TAT helps organizations to lead and sustain community-based efforts to address and prevent VAW.

Since 1997, TC-TAT has been funded by the California Emergency Management Agency (CalEMA), formerly known as the Office of Emergency Services, to assess the needs of the California VAW prevention field and design relevant workshops and products in response to those needs. In 2003, TC-TAT asked its advisory committee, "How can we support advocates to sustain their prevention programs?" The committee suggested creating practical tools that focus on the cost-benefit of prevention. At the time, there was some emerging research on this topic, including research by committee member Dr. Susan Sorenson that showed public willingness to invest in prevention¹. TC-TAT embarked on a journey to research and develop these tools.

In 2004, TC-TAT produced a foundation paper, *Domestic Violence Prevention Through the Lens of Cost-Effectiveness*, which discussed concepts primarily from a theoretical and research point of view. In 2005-06, this paper was developed into *Making the Case for Domestic Violence Prevention Through the Lens of Cost-Benefit*, available online at www.transformcommunities.org. This manual includes expanded descriptions of cost-benefit approaches, tools, a glossary, and resources.

Based on feedback from our national advisory committee, interviews, and statewide needs assessments, TC-TAT further refined this manual into a pilot workshop with practical worksheets to guide organizations in developing their own case statements. TC-TAT worked closely with Chevon Kothari from Mountain Crisis Services in Mariposa County, California, to develop a sample case statement for the anti-bullying prevention program, *Mariposa County Project Respect* www.mariposarespect.net. All materials were reviewed by national experts Dr. Ted Miller and Christopher Cary to ensure accuracy. TC-TAT tested and gained additional input to these materials through focus groups and pilot workshops.

This User's Guide brings together all of this work into a step-by-step guide. We hope you enjoy the journey.

¹ "We asked a cross-section of California adults about their willingness to pay for domestic violence prevention programming. Of the 522 respondents, 80% were in favor of the prevention work. We also asked about methods by which to raise funds for domestic violence prevention. Methods receiving the most support were humanitarian donations (e.g., check-offs on income tax returns) and 'user fees' (e.g., increased fines for batterers)." Susan B. Sorenson, Ph.D., Professor, UCLA School of Public Health. March 25, 2004. *Funding Public Health: The Public's Willingness to Pay for Domestic Violence Prevention Programming*. "The American Journal of Public Health," November 2003, Vol. 93, No. 11, 1934-1938.

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We also extend our appreciation for the contributions of previous TC-TAT staff, Angela Browne-Miller and Angela Vidinsky.

INTRODUCTION: Why This User's Guide?

Section Overview: Why this User's Guide?

Have you ever wondered how to make the case that your prevention program is cost-effective? Would you like to learn how to better state your program's impact to community members, parents, funders and others?

This User's Guide is a direct application tool to supplement "Making the Case for Domestic Violence Prevention Through the Lens of Cost-Benefit," a manual first released in 2005 and available for free download at: www.transformcommunities.org. We encourage you to refer to this manual to deepen your understanding of concepts in this User's Guide, which can be used for existing programs or as a planning tool for a new program.

This User's Guide will help domestic violence prevention advocates gain a basic understanding of cost-benefit principles and use hands-on tools to "make the case" for your prevention program.

Most advocates involved in domestic violence prevention know on a "gut" level that our prevention efforts are making a difference in our communities. We hear stories about how a young person's life changed course after participating in our program; how our facilitators have helped to create a safer and more inclusive school climate; how local faith leaders have started to talk about domestic violence prevention at the pulpit; and many other testimonials.

We also know that economic times are tight and valuable programs are being dismantled. There is tension between funding critical direct services and funding prevention. Advocates are often overworked and don't have time to step back and think critically about our prevention work. We also may be stuck in "doing things the way we've always done them" – rather than evaluating if we could be doing them better.

We need to be able to answer some key questions:

- Is this prevention program a good investment?
- Can this program explain where its money goes?
- Can this program describe its results?
- How can we frame the prevention program and its related cost savings in an effort to build additional support and resources?

"Not everything that counts can be counted, and not everything that can be counted counts."

– Albert Einstein

INTRODUCTION: Why This User's Guide?

The tools included in this User's Guide will help:

- Make your prevention program stronger
- Describe your program and its impact more clearly
- Gain funding and support for your program

We understand that even the words “cost-benefit” & “cost-effectiveness” can cause many of us to glaze over or shut down. We want to assure you that no special knowledge of mathematics, accounting, or microeconomics is necessary.

Remember....

“We’re just as smart as everyone else (or smarter!)” – We can “own” these terms and tools and use them proactively.

“We can always do better” – Using cost-effectiveness principles can help us understand how our work is effective and efficient.

While cost terms can be empowering – and can be used to convince certain funders or community members who are unfamiliar with our work – we must remember that the cost-effectiveness framework is just one way of thinking about the value of our work.

Our Terminology:

- We use the terms “domestic violence” (DV) and “violence against women” (VAW) interchangeably. The United Nations defines violence against women as any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
- Because conducting a technical cost-benefit or cost-effectiveness analysis is beyond the capacity of most VAW organizations, we focus in this User's Guide on developing a cost-effectiveness framework. Many people use the terms cost-effective and cost-benefit interchangeably. To learn more about the nuances between cost-benefit and cost-effectiveness, refer to the Comprehensive Cost-Benefit Manual at www.transformcommunities.org/cdvp/CDVP_4a.html

While cost terms can be empowering – and can be used to convince certain funders or community members who are unfamiliar with our work – we must remember that the cost-effectiveness framework is just one way of thinking about the value of our work.

INTRODUCTION: Why This User's Guide?

How This Guide is Organized

This Guide takes the reader through a process to:

- Do necessary groundwork
- Create a prevention case statement by following the “6 Steps for Making Your Prevention Case.”

Step 1: Describe the Problem your Prevention Program Addresses & Your Theory of Cause

Step 2: Describe Your Prevention Approach & Why it Makes Sense

Step 3: Describe Your Desired Benefits/Outcomes

Step 4: Conduct a Cost-Analysis for Your Program & Specific Activities

Step 5: List Your Actual Benefits/Outcomes & Analyze Cost-Effectiveness

Step 6: Summarize Your Prevention Case Statement & Create Marketing Tools

Each Section Contains:

Section Overview – A brief description of main concepts covered in the section.



Taking a Closer Look – A more detailed explanation, including definitions, tools and exercises to deepen your understanding and application of these concepts.



Applying this to Your Organization – Worksheets and handouts that you can use in your organization.

- *6 Steps for Making Your Prevention Case* – A comprehensive worksheet for you to write down information. This worksheet guides you through the essential building blocks for developing your prevention case statement. Our experience so far shows that having each step laid out with guiding questions helps advocates to organize and write down what they already know about their programs and seek out the information that they still need.

- *Real Life Example: Mariposa County Project Respect (MCPR)* – TC-TAT worked with Mountain Crisis Services to develop a case study for MCPR, a school-based anti-bullying prevention program. Their answers and guidance are included here as an example.



Link to the Manual – A link to corresponding sections in the comprehensive Cost-Benefit Manual for those interested in learning more.

Other Resources – Online links to other tools and publications to support continued learning.

“Many policy-makers want to see the numbers. They say, ‘tell me this works or doesn’t work.’ A program is often deemed effective by how many are served, rather than by what changes have occurred within individuals or in the community. Much of the important work of preventing violence and abuse will need to be evaluated through indicators that can measure changes over time, and how social norms have been impacted by our work.”

– Nancy Bagnato, California
Department of Public Health,
Violence Prevention Unit

INTRODUCTION: Why This User's Guide?

General Instructions

We encourage you to read through the entire User's Guide to become familiar with the concepts and structure. Then, you can start to lay your groundwork. We encourage you to download the exercises and tools, type directly into the worksheets, print them out, and place them in a "Making Your Prevention Case" binder along with other data so you have easy access to all of your important information.

The comprehensive "6 Steps for Making Your Prevention Case" worksheet template is a flexible tool that will allow you to go back and forth among the steps as you gather information. We strongly encourage you to type information directly into this worksheet so that all of your answers are in one place. This will make it easier to cut and paste information into your case statement and marketing tools later on. You can also refer to the completed "6 Steps Worksheet" example from Mariposa County Project Respect for further illustration.

About Mariposa County Project Respect (MCPR):

Mariposa County Project Respect (MCPR) is a bullying prevention program that works with students, teachers, parents and community members to promote respect, tolerance and social responsibility. The project is based on the belief that bullying is not just a school problem; the whole community must be engaged to promote peace and end bullying. MCPR is operated by Mountain Crisis Services, the domestic violence and rape crisis agency in Mariposa County, a small rural county in California. The agency also offers a 24-hour crisis hotline, emergency shelter, and other intervention services. TC-TAT worked closely with Chevon Kothari, prevention advocate at Mountain Crisis Services, to develop a case study and apply the [*6 Steps for Making Your Prevention Case Tool*](#).

6 STEPS FOR MAKING YOUR PREVENTION CASE

STEP 1: Describe the Problem Your Prevention Program Addresses & Your Theory of Cause

- What is the exact problem you are addressing? What is your target population(s)?
- What is the size and extent of this problem? Use local data if at all possible and be sure to cite your sources. Use national data to support your case.
- Describe some of the costs of this problem to individuals and society.
- Describe the root cause(s) of this problem (Theory of Cause).
- What do you believe is a possible solution to this problem?

STEP 2: Describe Your Prevention Approach & Why It Makes Sense

- Describe your program activities/components and explain how they will lead to desired outcomes (Theory of Change).
- Describe any frameworks or thinking that guide your work and why your approach makes sense.
- Describe any research that supports your approach.

STEP 3: Describe Your *Desired* Benefits/Outcomes

- Describe the benefits of your prevention program and how you measure impact.
- What are your measurable program outcome data? What are your desired results?
- How do you collect your data?

STEP 4: Conduct a Cost-Analysis for Your Program & Specific Activities

- What is the cost of this program for a specific year? Review the annual budget and list costs by category.
- What does each program activity/component cost? How many people did each program activity/component reach directly in the year identified? How much does it cost per person for each program activity/component?

STEP 5: List Your *Actual* Benefits/Outcomes & Compare Cost-Effectiveness

- List the outcome measures for each program activity/component.
- Evaluate the effectiveness of each program activity/component using the same measures (if possible).
- Compare the *cost per participant* (calculated in Step 4) to its *effectiveness in achieving outcomes*.
- Analyze the overall cost-effectiveness of your prevention program and specific program activities/components using the guiding questions:
 - How do you know this overall program is cost-effective and that resources have been used wisely to accomplish its prevention goals? Have you been able to demonstrate a change in participants' behavior?
 - Can you demonstrate that the specific cost of the program (per unit of service) is less than the specific costs incurred (per person) to a community for responding to violence against women?
 - Can you compare and analyze program components? Are you willing to adjust or take away program activities that are not cost-effective?

STEP 6: Summarize Your Prevention Case Statement & Create Marketing Tools

- How can you summarize all of your information into a concise case statement? This will be your “go-to” document when creating marketing materials.
- Who is your intended audience (e.g. funders, policymakers, community partners, general public, etc)?
- What are the 3-5 key points that you will say to a particular audience to demonstrate the value and impact of your prevention program?
- What specific requests do you have for this audience?

GROUNDWORK: Preparing Your Team

Section Overview

This section helps advocates understand how to begin the process and presents a checklist with some strategic questions to consider. It also shares some of the challenges and benefits of developing a cost-effectiveness framework for your program.

Taking a Closer Look



So you're interested in making the case for your prevention program but you're not sure where to start. To help your organization achieve the greatest benefit from this process, we recommend that you work with your team to ensure that you have:

- 1. Organizational commitment** – It is important for the organization's leadership, staff, and other members to fully commit to and support your participation in this process which involves a critical analysis of your prevention work. You will need access to program information, planning documents, and other related materials. Staff support for synthesizing and using this information is critical.
- 2. A dedicated action team** – We recommend that your administrator, fiscal person, prevention folks and evaluator are committed and part of your team. You will need information from all of them, along with information from your local Coordinated Community Response team or task force (including law enforcement, etc.) Let everyone know clearly what you are working on and how it may benefit your project and your community. You will get more buy-in this way; otherwise they may think “it's just another research project.”
- 3. Time** – Framing your prevention program using cost-benefit principles requires dedicated time. You will spend more time at the beginning of the process, but it will lessen as you are able to articulate each piece. Look at this time as an investment. Once you complete this process, you will have a foundation of valuable material that can be used on an ongoing basis for marketing materials, grant proposals, presentations, progress reports, local news, volunteer recruitment, etc.
- 4. Strong program design** - As you build your case for your prevention work, you must be able to clearly articulate your prevention approach, including your theory on the root causes of violence and how your strategy addresses them.



GROUNDWORK: Preparing Your Team

- 5. Strong program implementation and tracking** – We recommend that you keep a journal to track your process along the way: What did you do? What adaptations did you make to your program? What were people’s responses to your activities, anecdotes, and lessons learned? This documentation will come in handy when articulating your case.

Be sure to closely track all program planning and operational costs (including in-kind) and think broadly. For instance, maybe only your prevention specialist is charged to your prevention funding source, but how much supervision time, bookkeeper time, and administrative overhead also contribute to this prevention program? Also, think about the time it takes other agencies to participate in community collaborations and what that in-kind value represents.

- 6. Commitment to evaluation** – It is important to keep all evaluation tools handy and be prepared to adapt them as necessary to get true measures of change that you have intended for your prevention strategy. You will need to understand how your prevention program outcomes and evaluation methods connect with the cost-effectiveness framing.

The development of your prevention case statement and application of the “6 Steps for Making Your Prevention Case” tool require a sustained commitment of time and staff resources. This process is best supported through additional training and support. To request on-site or virtual guidance from TC-TAT, email: info@transformcommunities.org.

“I believe that mainstream acceptance around prevention in our community is shifting and that’s very positive. Our Board has been doing results-based accountability for eight years, but nobody’s made the case for analysis yet. So it’s exciting to see tools and materials help us make the case that prevention is cost-effective.”

– Devorah Levine
Zero Tolerance for Domestic
Violence Initiative, Contra Costa
County, California



GROUNDWORK: Preparing Your Team

Lessons Learned from Case Study

Mariposa County Project Respect

We asked Chevon Kothari of Mountain Crisis Services, “What were some of the biggest lessons you learned from applying these tools?”

- “The 6 Steps for Making Your Prevention Case tool was helpful from an evaluation perspective and thinking through the measurement of action and behavioral change – creating a baseline, collecting data, and identifying the costs of achieving that change. For example, we found that 90% of project participants had changed their attitudes, but we weren’t measuring if they had changed their actions as a result of program participation. We are now asking questions that get at the action/behavior change level.”
- “The tool can also support an agency’s Continuous Quality Inventory (CQI) and decision-making activities – we are now able to make decisions not just based on what feels good, but with an awareness of the costs associated with those impacts. We learned that some program interventions were more costly than initially planned.”
- “Participating in the cost-analysis process does require dedicated staff preparation and time, especially around synthesizing several years of historical program data and information. You may encounter challenges in breaking down costs on a program/activity component level, depending on how your costs are structured.”

Mariposa County
PROJECT RESPECT

A community-wide effort to create a safe, trusting environment.

www.MariposaRespect.net



GROUNDWORK: Getting Clear on Our Terms

Section Overview

This section introduces basic cost terms as tools for making your case. It also provides an exercise that you can use with your staff, board of directors, survivors, volunteers or community partners to become more confident in using cost-related terms.

Taking a Closer Look



Why is Cost-Effectiveness Thinking Relevant to Domestic Violence Prevention?

- Prevention is long-term and we need to explain to others why it makes sense.
- We have data to illustrate the real costs of DV and the real benefits of prevention.
- We can quantify the operational costs for our prevention strategies and begin to compare which strategies are more effective than others.
- Resources are limited and how we talk and write about the cost and impact of our prevention work will:
 - Open doors to decision-makers, funders, and other allies.
 - Help mobilize people to take action around prevention.
 - Determine the long-term sustainability of our prevention programs.

Are There Limitations to Using Cost-Effectiveness Framing?

While applying cost-effectiveness framing can provide valuable insight to inform decision-making, it is important to remember that it represents only one way of presenting our prevention programs. There are limitations in that it cannot capture the true impact of our prevention work. As advocates we know that the value of preventing domestic violence is immeasurable. We need to figure out ways to describe this value.

Cost Language is Empowering

While it can seem overwhelming at first, you don't have to be an economist or math whiz to understand the language of cost-effectiveness.

Using cost-effectiveness thinking in its simplest definition is a comparison of the total expected costs against the total expected benefits for a given action or in our case, for a VAW prevention strategy. Measuring the true cost-benefit of prevention programs is very challenging since it requires direct dollar to dollar comparison between costs and benefits. As advocates, we know that there are many intangible societal benefits related to violence prevention that cannot be easily-measured in monetary terms.

Cost-effectiveness framing is one way to talk about the impact of our prevention work.



GROUNDWORK: Getting Clear on Our Terms

However, we can begin to make the arguments that our prevention programs are *extremely likely* to be saving our communities money over the long-term and that we are making the case for our prevention work **using the lens or framework of cost-effectiveness**.

Cost-effectiveness is a more specific form of cost-benefit analysis and involves the comparison of total costs and total benefits across “two or more” actions or prevention activities. A cost-effective program is *measurably efficient and effective* in accomplishing its prevention-related goals. In the case of VAW prevention, cost-effectiveness means that the cost of operating a prevention program is less than the costs associated with responding to the domestic violence that would have occurred without the prevention program.

[Cost of Prevention Program] less than [Community Domestic Violence Costs + No Prevention Program]

Cost-effectiveness analysis can help determine where additional resources should be directed when compared among various strategies and their associated costs and outcomes. This comparison is especially useful for many of today’s advocates who are operating multi-tiered prevention programs (i.e., student healthy dating curriculum, parent support groups, social marketing campaigns, etc.)

Additional Cost Definitions:

Cost: The “cost” of a problem can be defined as the effect or consequences of domestic violence on an individual and community. It can also be defined as the money and other resources spent on a program. The cost of a prevention program is usually described in dollars that pay for employee salaries, office rent, supplies, and other things required to make the program happen.

Costs may be direct or indirect. **Direct costs** are actual dollar expenditures that result from acts of domestic violence, such as medical care, law enforcement, legal costs, etc. Direct costs for a prevention program include salaries, office space, and program costs.

Examples of **indirect costs** include lost wages, reduced worker productivity, or higher insurance premiums to cover a victim’s health care costs. Indirect costs for a prevention program include overhead or shared costs.

True Domestic Violence Costs Are Immeasurable

As advocates, we know that the true costs of domestic violence are immeasurable; there are many **intangible costs** that cannot be quantified with precision, such as long-term mental trauma to the victim, later loss of life, and reduced quality of life. These costs to society are often the driving forces behind advocates’ participation in the violence prevention movement. We know that these intangible costs are borne by all segments of society, including businesses, the health care system, schools, law enforcement and other institutions that provide services or are in some way affected by domestic violence.

GROUNDWORK: Getting Clear on Our Terms

Applying This to Your Organization



To become more familiar and comfortable in using cost-benefit terms, we have designed a [Cost-Benefit Terms Activity Worksheet](#) activity for you to facilitate with your staff, board, and/or community members.

Other Resources

For a more in-depth look at VAW prevention, please see:

- Transforming Communities: Technical Assistance, Training and Resource Center: www.transformcommunities.org
- [Virginia Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence](#)
- [Centers for Disease Control and Prevention: Violence Prevention](#)
- Violence for Prevention Alliance: www.who.int/violenceprevention

“Just knowing what cost-effectiveness is and being able to speak this language will help those who are managing domestic violence prevention programs communicate with policy-makers and funders.”

– Angela Browne-Miller, former Program Manager, TC-TAT



GROUNDWORK: Gathering and Using Data To Make Your Case

Section Overview

This section suggests ways to use data – including local, state and national statistics – to help describe the costs of domestic violence to your community.

Taking a Closer Look



While there is increasing evidence for some of the costs of domestic violence, the precise economic costs are difficult to determine, especially at the local level. You can use the practice of “Social Math” to translate national or state level statistics so that they are meaningful to your audience.

For example, here are some compelling statistics:

- The cost of domestic violence is nearly \$67 billion per year, roughly 15% of total U.S. crime costs. Rape costs a further \$127 billion, including medical costs, lost earnings, pain, suffering and lost quality of life.²
- According to a cost-benefit analysis of the Violence Against Women Act of 1994, a nonfatal domestic violence assault costs **\$27,362** per U.S. female victim.³
- Domestic violence has been estimated to cost employers in the U.S. up to \$13 billion each year.⁴

How can we use these data to make our case?

- We know that crime costs in California in 2006 totaled \$18 billion.
- We also know that the cost of domestic violence is roughly 15% of total U.S. crime costs.
- We can therefore estimate that domestic violence in California costs approximately \$2.7 billion. [Calculation: \$18 billion x 15% = \$2.7 billion]

What do you say if someone counters your argument by saying, “but those are national data?” Some possible counter-arguments you could make are:

- California is a big state with many diverse communities, including rural and urban – in many ways, it is a microcosm of the U.S. in terms of diversity.
- Therefore, we can safely assume that California is similar to the national average.
- Even if these numbers are approximations, we can see that these are huge costs to society.

² *Victim Costs and Consequences: A New Look*, by Miller, Cohen, and Wiersema. U.S. Department of Justice, Washington, D.C.: 1996

³ *A Cost-Benefit Analysis of the Violence Against Women Act of 1994*, Clark, K. et al, *Violence Against Women*, Vol. 8, No. 4, Sage Publications, 2002

⁴ *Bureau of National Affairs, Special Rep. No. 32, Violence and Stress: The Work/Family Connection 2 (1990)*

“Each nonfatal domestic violence assault costs \$27,362.”

– A Cost-Benefit Analysis of
the Violence Against Women
Act of 1994



GROUNDWORK: Gathering and Using Data To Make Your Case

How we can make it even more local?

Data are most effective and persuasive when they can describe the extent of the problem locally. You can start by obtaining local statistics on domestic violence from your local police department, which is required by law to provide data in response to your request. [See Sample Letter for Finding the Facts.](#)

Mariposa County Example

Calculating Number of Incidents:

Based on locally reported 911 calls, there were 157 verified cases of domestic violence in Mariposa County in 2006, out of a total population of 18,401 residents. According to the National Violence Against Women Survey, only 25% of all physical assaults against female respondents by intimate partners are reported to the police.⁵

$[157 \text{ verified cases} \times 4] = 628 \text{ total incidents in 2006}$

*Therefore, we can estimate that there were about **628 actual incidents** in 2006 in Mariposa County.*

$[628 \text{ incidents} \div 52 \text{ weeks per year}] = 12 \text{ per week}$

$[12 \text{ incidents per week} \div 7 \text{ days per week}] = 1.7 \text{ incidents per day}$

*That means there were approximately **12 incidents per week, or 1.7 incidents of domestic violence per day**, in Mariposa County.*

Calculating Community Costs:

We know that each incident of nonfatal domestic violence assault costs \$27,362 per U.S. female victim.⁶ Mariposa County reported 157 verified cases of domestic violence for 2006.

$\$27,362 \text{ per incident of nonfatal domestic violence} \times 157 \text{ cases} = \4.2 million.

*Therefore, total estimated costs for reported nonfatal domestic violence assaults in Mariposa County in 2006 were **at least \$4.2 million.***

Remember, **this is a conservative estimate** since actual costs are unquestionably higher, because only 1 in 4 cases of domestic violence cases is officially reported.

Comparing Costs of Prevention and Actual Domestic Violence Incidents: Mountain Crisis Services operates a prevention program (MCPR) in Mariposa County for an annual cost of \$20,000. If we compare this program cost to the average cost per incident of domestic violence (\$27,362), we can see that if even **one incident of DV could be deterred from the prevention program, it will have been well worth the expense from a cost-benefit perspective.**

⁵ National Violence Against Women Survey, 1995 – 1996

GROUNDWORK: Gathering and Using Data To Make Your Case

Using Social Math⁶

When used effectively, numbers and data can help substantiate claims about the magnitude of a problem or issue. However, it can be a challenge to make numbers – especially large ones – meaningful to your audience. *Social Math* is a process to make your data more interesting and understandable and draw attention to your issue.

Social math helps messages resonate with an audience by comparing the issue numbers to:

- Familiar numbers or costs (e.g., cost of car payment)
- Dramatic events (e.g., the number of residents displaced following Hurricane Katrina)
- Costs that are smaller and understandable (e.g., the program would cost less than the cost of a cup of coffee each day)
- Current numbers from other issues (e.g., it's more than one-third of what we spend on prescription medication each year)

Social Math Example: “Early interventions to prevent intimate partner violence might have saved 1544 lives in 2004 – that’s equivalent to the seating capacity of 32 yellow school buses filled with women and children. Imagine the potential that each one of these lost lives held. Then, imagine the impact that prevention programs could have had in saving these lives so full of promise.”

Social Math Example:

Early interventions to prevent intimate partner violence might have saved 1544 lives in 2004 – that’s equivalent to the seating of 32 yellow school buses filled with women and children.



⁶ Adapted from *Adding Power to Our Voices: A Framing Guide for Communicating About Injury*, National Center for Injury Prevention and Control, Atlanta, Georgia, 2008

GROUNDWORK: Gathering and Using Data To Make Your Case

Potential Cost Savings if Child Abuse and Intimate Partner Violence Were Reduced by 5%⁷

Even modest (5%) changes in the rates of preventable disease and health determining behaviors could return considerable savings in California. The table below presents such savings for a sample of issues based on the most recent and readily available data.

Please note that the totals presented here should be considered conservative; the costs reflect only medical care usage. Other costs, such as lost productivity, would likely multiply these totals. The cost data have all been trended forward to 2007 dollars using the Medical CPI calculator, while the incidence data are from various years. The data come from reliable sources, but other sources may yield different results.

Conditions	Costs	Number of Incidents in California (CA) Annually	Potential Savings from 5% Reduction in Incidents in CA
Child Abuse	Average total medical care cost per incident of child abuse: \$685	In 2001, 128,251 children were victims of abuse or neglect	\$4,392,597 Calculation: [\$685] X [128,251] X 5%
Intimate Partner Violence	Mean medical care cost per incident of IPV physical assault: \$675	Over 257,000 women a year experience serious IPV	\$8,673,750 Calculation: [\$675] X [257,000] X 5%

⁷ Source: Reducing Health Care Costs Through Prevention: Working Document, prepared by Prevention Institute and The California Endowment with The Urban Institute - Appendix C

GROUNDWORK: Gathering and Using Data To Make Your Case

Applying This to Your Organization



To begin calculating the costs of domestic violence for your specific community, please download the following tools:

- [Worksheet: Using Data to Make Your Case](#)
- [Costs of Domestic Violence and Sexual Assault](#)

Link to the Manual



- [Chapter 7: Using Data to Make Your Case](#)

Other Resources

- [Adding Power to Our Voice: A Framing Guide for Communicating About Injury](#)
- [Health Care Reform Policy Brief by Prevention Institute and the California Endowment](#)
- [Fact Sheet Summarizes U.S. Cost of Violence](#)
- [Cost of Intimate Partner Violence Against Women in the U.S.](#)
- [Criminal Justice Center's Domestic Violence Statistics](#)
- [Costs of Sexual Violence in Minnesota](#)



STEP 1: Describe the Problem Your Prevention Program Addresses & Your Theory of Cause

Section Overview

Now that you have laid your groundwork and gathered relevant local statistics, you are ready to start the first step of the comprehensive “6 Steps for Making Your Prevention Case” worksheet. This step helps you to write down a succinct description of the problem you are seeking to prevent – including some of the costs of this problem to your community -- and your proposed solution.

In Step One, you will answer:

- What is the exact problem you are addressing? What is your target population?
- What is the size and extent of this problem?
- Describe some of the costs of this problem to individuals and society.
- Describe your Theory of Cause.
- What do you believe is a possible solution to this problem?

Taking a Closer Look



“Theory” means a cohesive set of ideas about why a problem exists and/or how a change can be created. Having a theory that is based on research and the experience of other public health efforts and social movements can help us to justify our prevention programs to potential volunteers, funders, legislators, media representatives, and neighbors. In developing a theoretically based analysis that supports our prevention work, we must examine:

- Our beliefs about why violence against women occurs; and
- Our ideas about how best to address this problem.

Given that causes and contributing factors to domestic violence are complex, it is possible to apply multiple theories of cause. Following are some theories that have informed TC-TAT’s prevention work:

Violence Against Women (VAW) Theory

The VAW Theory, developed through the women’s movement, locates the problem of domestic violence in patriarchal structures of power and focuses on women and the risks they experience as the basic unit of analysis. The VAW theory says that the root cause of woman abuse is the patriarchal belief that men have the right to control and coerce women, whom they perceive as subordinates. These rigid gender roles can be seen in same-sex relationships as well as heterosexual relationships.

“It’s important to have a clear theoretical orientation. Sometimes people say, ‘violence is bad,’ but they don’t connect this idea to sexism, racism, or power-over; they also don’t make a link to what a healthy relationship looks like and an activism that extends beyond the individual.”

– Abigail Sims, Peace Over Violence,
Los Angeles, California



STEP 1: Describe the Problem Your Prevention Program Addresses & Your Theory of Cause

To prevent VAW, social norms that condone this “right” to control and coerce must be transformed into norms that:

1. Promote safety, justice and equality for all people in all types of relationships;
2. Hold abusers accountable for their actions; and
3. Promote a vision where women and men co-exist in cooperative and peaceful ways.

Social Movement Theory

A social movement is defined as a collective action in which the populace is alerted, educated, and mobilized over years and decades to challenge society as a whole to redress social problems and restore critical social values [*“Doing Democracy” by Bill Moyer, 1987.*](#)

Social movement theory says that:

- o Effective transformation must arise from within communities that “own” the prevention effort.
- o The energy sparked by community organizers and members committed to transformation sparks similar efforts in other communities, eventually creating a large-scale movement that reaches “critical mass” and ultimately transforms the larger society and culture.

To build the critical mass of people required to change these social norms, we must know our community well, understand clearly what motivates people who live in that community, and gain the support and involvement of large numbers of people through diverse strategies of engagement.

“A theory can be used to describe the root cause of a problem. It can help you say: This is the basic problem and this is what led to the problem, factor by factor. Remember that there is a direct correlation between why you believe domestic violence happens (the problem) and what you will do to prevent it (the solution).”

– Making the Case
for Domestic Violence
Prevention through the
Lens of Cost-Benefit, TC-TAT



STEP 1: Describe the Problem Your Prevention Program Addresses & Your Theory of Cause

Public Health Approach

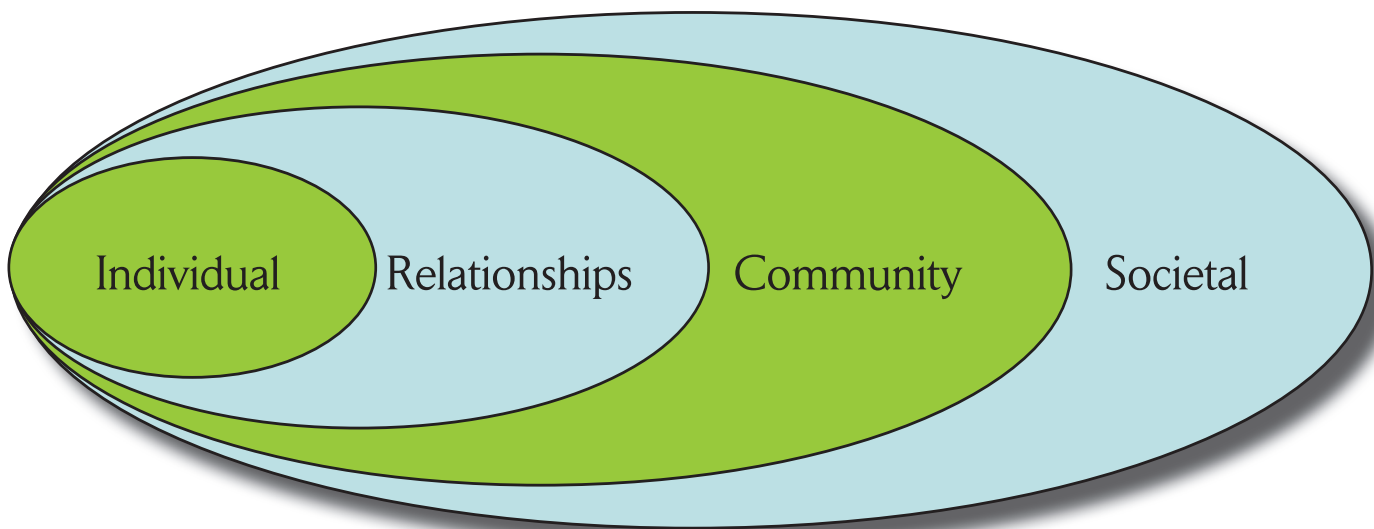
The Public Health Approach was originally created to address the prevention of infectious diseases in large geographic areas and is currently the most frequently used framework for developing prevention strategies. According to this approach, the four steps to prevent a problem and promote health are:

1. Define the problem through data.
2. Identify risk and protective factors.
3. Develop and test prevention strategies.
4. Assure widespread adoption.

While the public health approach has its strengths as an evidence-based method, it was not designed to solve complex social problems. We believe that VAW is more similar to a social issue such as racism, rather than a physical illness, and therefore needs a more complex analysis to determine effective strategies for prevention. Nevertheless, we should be well-informed of public health principles in designing our prevention programs.

The Ecological Model⁸

The ecological model is used in the public health approach and provides a framework for understanding the many factors that contribute to violence. It assumes that violence is caused by the interaction of factors at four levels: individual, relationship, community and societal. Comprehensive prevention programs seek to address all four of these levels.



⁸ Manual for estimating the economic costs of injuries due to interpersonal and self-directed violence. A Butchart, D Brown, A Khanh-Huynh, P Corso, N Florquin, R Muggah. World Health Organization. 2008

STEP 1: Describe the Problem Your Prevention Program Addresses & Your Theory of Cause

Theory of Cause Example⁹:

A 15-year-old girl was raped at a post-prom party by three 18-year-old males. The victim knew her assailants, and both the victim and the perpetrators had been drinking. Here are three examples of how different theories (or analyses) of why rape occurs among teens can lead to different actions, all aimed toward the same desired change, preventing rape:

Theory of Cause: Girls are raped at parties because boys and men can't control themselves, especially if they are drunk.

Solution: Keep the sexes separated, by force if necessary, to protect girls from rape. Keep kids away from alcohol. Help girls understand that it is their responsibility to stay away from parties where there is alcohol.

Theory of Cause: Boys rape because they believe they can get away with it, as long as they can justify it or blame her (e.g., she's drunk, she's a flirt).

Solution: Public condemnation and punishment to hold boys accountable, regardless of the circumstances. Educate young boys that "no means no," and that girls' behavior is not an invitation to rape them.

Theory of Cause: Neither boys nor girls call it "rape" if alcohol or a dating relationship is present in the situation. If they recognized it as rape, that alone would deter most boys. It would also encourage girls to help protect one another and boys to challenge their male peers' behaviors.

Solution: Awareness campaign for youth to change perceptions of relationship violence, acquaintance rape, and what boys and girls can do to prevent them.

While one would certainly want to obtain more information about this and other rape cases before articulating a theory, this example highlights the direct correlation between why we believe something happens and what we will do to prevent it.

Applying This to Your Organization



To document your prevention program's Theory of Cause, please use the following tool:

- [Worksheet: Your Theory of Cause](#)

Once your Theory of Cause is articulated, you are ready to write your responses for Step 1 into the 6 Steps for Making Your Prevention Case worksheet. Enclosed is a blank template to enter your information:

- [Worksheet: 6 Steps for Making Your Prevention Case](#)

For further illustration of the direct application of this tool, see a real-life example from Mariposa County Project Respect, included completed responses to each of the 6 Steps:

- [Real Life Example: Mariposa County Project Respect](#)

Link to the Manual



- [Chapter 6: Why Knowing A Program's Underlying Theory Matters](#)

Other Resources

- ["Why Theory is Important", TC-TAT Catalyst Newsletter](#)

⁹ Excerpted from: *Evaluation Handbook for Community Mobilization: Evaluating Domestic Violence Activism. Transforming Communities: Technical Assistance, Training and Resource Center, 2000*

STEP 2: Describe Your Prevention Approach and Why it Makes Sense

Section Overview

This section supports advocates to think through the logic of your prevention approach, including the importance of having a Theory of Change and research that supports your approach. It also helps you to write down the specific activities that you do to reach your intended outcomes.

In Step Two, you will:

- Explain how your prevention program activities/components will lead to desired outcomes (Theory of Change).
- Articulate your beliefs, theories and/or assumptions about why you think your approach makes sense.
- Describe any research that supports your approach.

Taking a Closer Look



Your Theory of Change

In the previous step, we looked at why it's important to have a "Theory of Cause." Here, we will help you to develop a "Theory of Change." A Theory of Change can show where you're going (the change you desire), why you believe you are moving in the right direction, and how you can get there.

Because prevention of violence against women is a long-term process with many contributing factors, it is nearly impossible to "prove" that our actions have had an impact on that violence in the span of a few years. Having a strong theory or analysis for our prevention efforts can help us make the case that we are indeed making progress toward our goal.

The problem of domestic violence is complex, and we may end up having more than one theory. Even so, all theories are not equal – some have better evidence to support them, or may have more weight in a given situation. The key is being open to asking questions and being informed so that we can validate our choice of prevention activities.

To articulate your theory of change, you will need to think critically through the following questions:

- What do you think causes VAW?
- What are the changes that you think would most effectively prevent that violence from occurring? What would those changes (outcomes) look like?
- What intermediate steps are required to achieve those changes?
- Why do you think those steps will lead to where you want to go?
- How will you know that you're making progress?
- What research supports your beliefs and approach?

"We must make logical links between our actions and our theories, as well as between our intermediate goals and ultimate destination. Theory of Change can help to demonstrate why we think a one year goal is a step toward larger change. Our position is strengthened when we use published data and research."

– Evaluation Handbook for
Community Mobilization,
TC-TAT, 2000



STEP 2: Describe Your Prevention Approach and Why it Makes Sense

Your Program Strategies

Once your Theory of Change is defined, your organization will need to ask itself:

- What are you doing to support this Theory of Change?
- What are the intended outcomes for your community?
- What activities does your prevention program offer to achieve these outcomes?

Your responses to these questions serve as the basis for your prevention program design. It also makes the case that your specific prevention strategies and activities take place in a broader community and societal environment.

Because VAW prevention is a complex and multi-dimensional process, it is important to promote a comprehensive prevention approach. Effective prevention strategies include multiple components and take place in diverse settings to address a wide range of risk and protective factors across the ecological model (individual, relationship, community, societal level changes).

See [Worksheet: Spectrum of Community Change](#).

As VAW prevention organizations strive to achieve social norms change, community mobilization is a core principle which should be integrated throughout our prevention activities and work. As a social movement, we aim to: a) get people to a point of action where they act differently as a result of the program; and b) increase the numbers of people who are engaged; and c) increase the depth of their engagement.

Your Research List

When describing and seeking support for your program, it is important and helpful to support your overall Theory of Change with a description of your assumptions or guiding principles as well as research that supports your program's approach. See [Sample Research List for Mariposa Country Project Respect](#).

Principles of Effective Primary Prevention

In developing promising primary prevention strategies, we recommend using established principles of effective prevention programs such as those published by the Virginia Sexual and Domestic Violence Action Alliance¹⁰. TC-TAT has added three new principles to this working list.

See [12 Principles of Effective Prevention Programs](#).



¹⁰The Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence, VSDVAA (2009) are based on practitioner experience and earlier research by Nation, et al in "What works in prevention: Principles of Effective Prevention Programs," *American Psychologist*, 58, 449-456

STEP 2: Describe Your Prevention Approach and Why it Makes Sense

Applying this to Your Organization



To document a basic Theory of Change, use the following tool:

- [Worksheet: Your Theory of Change](#)

Once your Theory of Change is articulated, please proceed to Step 2.

- [Worksheet: 6 Steps For Making Your Prevention Case](#)
- [Real Life Example: Mariposa County Project Respect](#)

Link to the Manual



- [Chapter 3: Levels of Prevention](#)

Other Resources

- [Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence](#) by the Virginia Sexual & Domestic Violence Action Alliance (VSDVAA) in collaboration with the Virginia Department of Health 2009.
- [The Community Builder's Approach to Theory of Change](#), by Andrea A. Anderson
- [Developing a Theory of Change Logic Model](#), W.K. Kellogg Foundation

“Due to the enormous amount of resources needed to achieve all of these ideals, it is not realistic that prevention initiatives could “check off” all of the programmatic components contained in these guidelines. Rather, the questions posed by the guidelines are meant to act as benchmarks, facilitating constant improvement in primary prevention program development.”

– Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence, VSDVAA, 2009



STEP 3: Describe Your *Desired* Benefits/ Outcomes

Section Overview

This section supports advocates to write down the concrete, positive changes that you expect to see as a result of your prevention program and to list your evaluation methods.

In Step Three, you will answer:

- What are the benefits (outcomes) that you expect and how will you measure whether you have achieved them?
- How do you collect your data?

Now that you have defined your theory of cause, theory of change and your supporting program activities to prevent VAW in your community, it is important to clearly articulate your intended benefits and how your activities will lead to these outcomes. As advocates, we know that prevention of VAW is a long-term, nonlinear process that deals with multiple factors at every point in the process. The results of a prevention program are difficult to measure, as the outcomes are complex and they occur in both the near- and the long-terms. This makes it even more important for us to clearly define and capture baseline measures of the knowledge, behaviors, engagement or policies we are attempting to change.

Outcomes describe our destination and what we hope to achieve through our prevention programs. Outcomes data are concrete, measurable changes in people and systems that demonstrate that your prevention program is improving lives. Unfortunately, advocates most often measure outputs – how many community presentations we did or how many brochures we produced – *rather than outcomes – what has changed as a result of our efforts.*

We have found the *Five Indicators of Social Change*¹¹ by the Women's Funding Network to be a helpful tool for describing impact and outcomes related to social change work.

This tool describes five types of changes:

- 1) **Shift in Definition:** The issue of domestic violence/VAW is defined differently among program participants.
- 2) **Shift in Behavior:** People are behaving differently in the community; for example, program participants report that they are now intervening to prevent an act of violence from occurring or speaking up when they see it happening.

“The cumulative effect of many activities produces changes in knowledge, attitude, beliefs and behavior – and produces changes in social norms.”

– Evaluation Handbook for
Community Mobilization; Evaluating
Domestic Violence Activism
TC-TAT, 2000



¹¹Women's Funding Network, 2006, www.makingthecaseglobal.org

STEP 3: Describe Your *Desired* Benefits/ Outcomes

- 3) **Shift in Engagement:** People in the community are more engaged in this issue; for example, there are more people participating in campaigns on healthy relationships or more young people taking leadership roles in the prevention program.
- 4) **Shift in Policy:** An institutional, organizational, or legislative policy or practice has changed. For example, there is a revised school policy on addressing healthy relationships in the curriculum and a commitment to promote a safe school climate for all students.
- 5) **Past gains have been maintained, generally in the face of opposition.** For example, a violence prevention curriculum has been sustained in the face of school budget cuts or opposition.

Answer the following questions:

- 1) **What changes do you expect that lead you to believe your prevention program is improving lives? (Your outcomes)**

Be sure to list measurable outcomes for each program component or activity. In the Mariposa County Project Respect example, outcomes are listed for a) School-based curriculum; b) Professional development for teachers and staff; and c) Community level work, including the coordinating council and the public awareness campaign.

- 2) **How do you know? (Evaluation Methods)**

Most prevention programs use traditional pre- and post-surveys to measure changes in an individual's knowledge about domestic violence as a result of listening to a presentation. However, this type of survey typically does not ask any questions about whether the respondent will change her or his behavior or take action as a result of listening to the presentation.

Some examples of survey questions to capture intended or actual behavioral changes include:

- 1) Will you do anything different as a result of this presentation/workshop/event?
- 2) Will you take action to stop/prevent abuse of yourself by another person?
- 3) Will you take action to intervene safely to stop abuse of another person?
- 4) Will you take action to prevent violence before it starts?
- 5) Would you be interested in joining a community action team to prevent domestic violence?

Capturing this information can be as simple as handing out an index card after a presentation and asking participants to write down one thing that they will do as a result of this presentation/workshop.

How is your prevention program improving lives?



STEP 3: Describe Your *Desired* Benefits/ Outcomes

Innovative Data Collection

There is a tremendous opportunity for advocates to be creative and broaden our view of evaluation beyond numbers and quantitative data. Qualitative data, such as case studies and participant stories, can also be used to demonstrate our successes toward VAW prevention.

More advocates are using community-based, participatory evaluation as part of their prevention programs. Including stakeholders (such as high school students involved in a peer-led healthy relationships program) in developing and implementing your evaluation plan supports collective learning and empowerment of both advocates and community stakeholders. It ensures that you are capturing information and results that are relevant to your constituents and builds skills – and power – of community members.

Here are some examples of some effective and participatory tools:

- Photovoice is a participatory evaluation method developed by Carolyn Wang that combines documentary style photography with social justice movements. Program participants are equipped with cameras to capture their personal experiences. Visit www.photovoice.org
- Digital storytelling, a multi-media approach combining images, narrative and sound, is another method for illustrating the impact of our prevention work. Close to Home, a domestic violence prevention organization, uses digital stories told by local youth, adults, and community leaders to enhance its organizing and document its impact. Visit www.c2home.org/stories.html
- The Center for Digital Storytelling offers workshops around the country. Visit www.storycenter.org

“Youth participatory evaluation involves young people in the process of evaluating the programs, organizations, agencies and systems that have been designed to serve them...they are the creators of knowledge, shaping their own evaluation questions, developing their own unique methods, analyzing and interpreting the data gathered and reporting their findings.”

– Youth Participatory Evaluation:
Strategies for Engaging Young People,
by Kim Sabo-Flores



STEP 3: Describe Your *Desired* Benefits/ Outcomes

Applying this to Your Organization



For a list of possible measurable outcomes for your prevention work:

- [*Prevention Measurable Outcomes*](#)

Now you are ready to complete Step 3 and document the benefit of your program.

- [*Worksheet: 6 Steps For Making Your Prevention Case*](#)
- [*Real Life Example: Mariposa County Project Respect*](#)

Other Resources

- [*Evaluation Handbook for Community Mobilization: Evaluating Domestic Violence Activism*](#), by TC-TAT, 2000
- [*Youth Participatory Evaluation: Strategies for Engaging Young People*](#), by Kim Sabo-Flores, 2008
- [*Community Key Leader Survey*](#), by Goodman and Wandersman (Developed for drug and alcohol abuse prevention but can be adapted for domestic violence prevention)
- [*Tri-Ethnic Prevention Research Center: Community Readiness Model*](#)



STEP 4: Conduct a Cost-Analysis for Your Program & Specific Activities

Section Overview

This section helps advocates to write down all of the costs associated with implementing your prevention program and analyze costs per component and per person reached through your program. Having this information will allow you to compare and contrast costs across project activities.

In Step Four, you will answer:

- What is the cost of this prevention program for a specific year(s)?
- What does each program activity/component cost?
- How many people did each program activity/component reach directly in the year identified?
- How much does it cost per person for each program activity/component?

Taking a Closer Look



Now that you have identified and documented your program benefits/outcomes, you are ready to conduct a cost-analysis of your prevention program and assess whether it is worth continuing from an economic perspective. One approach is to compare the program cost to the cost of the domestic violence it seeks to prevent.

In previous sections, you have already estimated the local costs of domestic violence for your community (*see previous section, "Gathering & Using Data to Make Your Case, page 14*). You can compare these societal domestic violence costs to the cost of operating your prevention program. After you've identified your overall program costs, you can provide a more detailed breakdown of your program by determining your **program costs per person**.

For advocates who have been operating long-standing prevention programs, your historical cost data can also be used to identify program cost trends and potential cost-efficiencies. For example, Mariposa County Project Respect conducted a cost-analysis and discovered that after initial start-up costs, the ongoing costs of the school-based bullying prevention activities were minimal and that annual costs have decreased from \$39 per student in year one to less than \$13 per student in year three and beyond. *Project Respect was able to demonstrate its cost-effectiveness on a per student basis.*

"We have to be good stewards of the limited resources and funds that are available for VAW prevention programs. It is critical that we ensure these resources are used in the most effective way to create the impact we want over the long-term."

– Nancy Bagnato

California Department of Public Health, Violence Prevention Unit



STEP 4: Conduct a Cost-Analysis for Your Program & Specific Activities

Documenting Your Cost Data

As advocates, it is important to capture all costs (including staff time, meetings with community partners, etc.) related to the operation of your prevention program. Can you define up-front costs and then estimate yearly costs? Which costs will be ongoing and which will be one-time only (such as buying a curriculum or equipment)?

This could be helpful if you are trying to get local businesses or other funders to continue supporting your program after initial funding ends. It is also important to help funders and supporters understand that prevention is an ongoing process that requires building relationships with community partners and investing time, money, and other resources. While it is impossible to quantify all of the costs associated with these activities, we can begin by documenting the more tangible, operational costs.

You will need to work closely with your finance and program staff to gather reports and ensure that processes are in place to support the collection of this information. Once you have completed your cost-analysis for your prevention program, you can use this data to develop and present cost-analysis statements to share with the public.

Examples of Cost-Analysis Statements:

- For \$85,000, we have served 1,000 students in this county with our program's violence prevention education this year, at an average cost of \$85 dollars per student served. 90% of these students signed a pledge to prevent violence against women.
- For \$100,000, we have trained 1,000 doctors this year, who together see a total of 400,000 patients a year, to recognize the signs of domestic violence and to know community domestic violence prevention and response resources, at a cost of \$100 per doctor trained or \$4 per patient.

“By preventing bullying for just \$13 per person, we are likely preventing other social problems which come with much higher price tags.”

– Chevon Kothari,
Mountain Crisis Services,
Mariposa County Project Respect



STEP 4: Conduct a Cost-Analysis for Your Program & Specific Activities

Applying this to Your Organization



To develop a cost-analysis profile for your prevention activities, use the following tool:

- [Worksheet: Create a Cost Analysis Profile](#)
- [Real Life Example: Mariposa County Project Respect](#)

Now you are ready to complete Step 4.

- [Worksheet: 6 Steps For Making Your Prevention Case](#)

Link to the Manual



- [Chapter 4: What is Cost-Effective Analysis?](#)



STEP 5: List Actual Benefits/Outcomes and Compare Cost-Effectiveness

Section Overview

This section helps you to compare the actual measurable changes achieved for each prevention program component and the related costs per participant. With this information, you will be able to evaluate the cost-effectiveness of your prevention program across program components.

In Step Five you will:

- List the outcome measures captured for each program component.
- Evaluate the effectiveness of each component using the same measures (if possible).
- Compare the *cost per participant to its effectiveness in achieving outcomes*.
- Analyze the overall cost-effectiveness of your prevention program and specific program activities/components, using the guiding questions:
 - a) How do you know this overall program is cost-beneficial and that resources have been used wisely to accomplish its prevention goals? Have you been able to demonstrate a change in participants' behavior?
 - b) Can you demonstrate that the specific cost of the program (per unit of service) is less than the specific costs incurred (per person) to a community for responding to violence against women?
 - c) Can you compare and analyze program components? Are you willing to adjust or take away program components that are not cost-effective?

Taking a Closer Look



Now that you have collected evaluation data and completed cost calculations for your prevention program, you can further assess each program component's effectiveness in producing measurable changes compared to its cost to your organization.

This step assumes that your prevention program is using a comprehensive approach that includes multiple components and activities such as:

- General prevention presentations in schools, youth organizations, faith groups, and other community venues;
- Peer-led "healthy relationships" club at one high school that meets weekly, provides peer mentoring to middle school students, and designs school-wide action campaigns;
- 1-week summer camp for middle school girls;
- Participation in domestic violence coordinating council prevention sub-committee;
- Bi-annual newsletter sent to all community members;
- Social marketing campaign using posters on public buses and public service announcements on local radio stations; and/or
- Other prevention activities.

What is the difference between "effective" and "efficient"?

"Effective" answers the question:
Did you accomplish your goals?

"Efficient" answers the question:
Did you use your resources in the best way?



STEP 5: List *Actual* Benefits/Outcomes and Compare Cost-Effectiveness

For this step, you will look closely at each component of your prevention program and begin to analyze how effective it is compared to other components based on its cost per participant and its measurable outcomes. For example, you might discover that a student prevention curriculum was successful in changing behaviors, but also had high costs on a per student basis; or that a public awareness prevention campaign was extremely inexpensive on a participant basis, but less effective in changing attitudes about VAW.

Some key learning questions:

- How can we tell which prevention program activities are most beneficial and cost-effective to the community?
- Where can we make adjustments or invest additional resources to further enhance the impact of our prevention activities?

As advocates, this information is important and can guide us through the critical analysis of how our limited prevention resources should be allocated. While it is challenging to fully evaluate the effectiveness of each component using the same measures, by attempting to do so, we are gathering crucial information to make better decisions about which programs to continue and which ones to stop. We are also demonstrating to funders and supporters that we are investing resources deliberately and making a true impact in our communities.

We cannot emphasize enough that prevention outcomes need to be specific and measurable in order to generate useful data to make your case.

Once your prevention outcomes and related cost components are captured, you can then work with your staff to assess effectiveness and develop recommendations for which prevention program activities/components should be maintained, further expanded, or discontinued.



STEP 5: List Actual Benefits/Outcomes and Compare Cost-Effectiveness

Here is a tool to guide you through this process.

Fishman Table: Recommending Programs or Program Components Based on Costs and Outcomes

If the question is “Which of these two programs should be funded?” a quick decision may be possible. If, for example, Program A has much better outcomes than Program B, and Program A clearly costs much less than Program B, the decision is clear-cut. Program A is more effective or more beneficial (or both) and is less costly. The following table presents (a) the ways in which two programs can differ or be similar to each other in outcomes and costs and (b) the cost-outcome decisions that result.

This table is called a Fishman table in honor of the researcher who first applied this table to cost-outcome analysis.

Cost	Outcomes		
	A has better outcomes than B	A and B have similar outcomes	A has worse outcomes than B
A has lower costs than B	Choose A	Choose A	Uncertain
A and B have similar costs	Choose A	Choose either	Choose B
A has higher costs than B	Uncertain	Choose B	Choose B

Chart and description excerpted from Yates, B. T. *Measuring and Improving Costs, Cost-Effectiveness, and Cost-Benefit for Substance Abuse Treatment Programs: A Manual*, National Institute on Drug Abuse, 1999, available at: www.drugabuse.gov/IMPCOST/IMPCOSTIndex.html.

Applying this to Your Organization



Now you are ready to complete Step 5.

- [Worksheet: 6 Steps For Making Your Prevention Case](#)
- [Real Life Example: Mariposa County Project Respect](#)

STEP 6: Summarize Your Prevention Case Statement & Create Marketing Tools

Section Overview

Congratulations! You have already completed the most difficult part – organizing all of your data and thinking in one place. This section will help you to choose information from your worksheet to create your prevention program case statement summary and persuasive marketing materials to “promote” your prevention program to your intended audience.

Key questions in Step 6 include:

- How can you summarize all of your information into a concise case statement? This will be your “go-to” document when creating marketing materials.
- What audience(s) are you trying to reach?
- What are the 3-5 key points that you will say to a particular audience to demonstrate the value and impact of your prevention program?
- What specific requests do you have for this audience?

Taking a Closer Look



Now you are ready to take all of the information from your comprehensive worksheet “6 Steps for Making Your Prevention Case” and synthesize it into a narrative, *Your Prevention Case Statement Summary*. This summary document will become your “go-to” resource and contains all of the information you will need to demonstrate that your prevention program is measurably effective and worthy of continued investment and support. [See Mariposa County Project Respect’s Case Statement Summary](#)

You can use your *Prevention Case Statement Summary* to create tailored marketing tools for different audiences. It is important to consider how you want to frame your request to your audience. You may use the information to engage community ownership of the prevention issue. Perhaps you are seeking to ask different community organizations and members (school, businesses, city council, parents, etc.) to play a role in keeping the prevention messages and activities moving forward. [See Sample Marketing Brochure: Mariposa County Project Respect.](#)

The Case Statement Summary can also be used to support fundraising activities. For example, Women’s Crisis Support/Defensa de Mujeres, a domestic violence organization based in Santa Cruz County, California used the cost-benefit data and framing in an annual donor appeal letter. [See Sample Solicitation Letter.](#)

“When giving testimony to the legislature to try and get funding for a program, you have only a few minutes to tell them what the problem is, how this is an effective program for rural areas (for example), and how much it’s going to cost per unit. It’s important to have examples. Your case must be short, easily read and understood, shown to be effective, and supported by studies.”

– John Isaacson, Office of Emergency Services, Chief of Domestic Violence Section, Family Violence Prevention Program, March 25, 2004



STEP 6: Summarize Your Prevention Case Statement & Create Marketing Tools

Where Do We Go From Here?

Your *Prevention Case Statement Summary* will serve as a dynamic and evolving resource to be updated with ongoing program evaluation outcomes, operational costs, new research on VAW prevention, and any other documentation to support your prevention programs.

Recognizing that using a cost-effectiveness perspective to frame and support your programs is still new to many advocates, it is important to cross-train your organization's staff, leadership and other supporters on these basic principles. Work with your team to identify new opportunities to integrate these principles and to position your programs (e.g. newsletter article, community presentations, funding proposals, staff meetings, etc.)

It will take time and patience to gather the documentation and engage in the critical thinking to develop your *Prevention Case Statement Summary*. Advocates are encouraged to develop a manageable action plan for addressing each of the *6 Steps for Making Your Prevention Case*.

Most important is beginning the process to frame our collective thinking about how we evaluate our work and how invested resources produce meaningful outcomes towards ending violence against women in our communities. Together, we can build a unified voice across all of our prevention programs to advocate for the sustainability of our work and demonstrate that our strategies are measurably effective at substantially reducing the social and economic costs of violence against women.

Applying this to Your Organization



After reviewing the sample *Prevention Case Statement Summary* for Mariposa County Project Respect, you can begin developing your own summary document using the following template, including an internal action planning tool to use with your team:

Now you are ready to complete Step 6.

- [Worksheet: 6 Steps For Making Your Prevention Case](#)
- [Real Life Example: Mariposa County Project Respect](#)

Additional tools:

- [Case Statement Summary Template](#)
- [Action Plan For Developing Your Prevention Case Statement Summary](#)

Success Story: Mariposa County Project Respect Uses Cost-Benefit Framing to Secure School Funding

With TC-TAT's in-depth technical support, Project Respect was the first agency to successfully apply the "6 Steps for Making Your Prevention Case" tool to articulate the effectiveness of its anti-bullying project to the county's school superintendent. As a result, the school district decided to adopt Project Respect as one of its strategic goals. Additionally, Project Respect was able to obtain funding through the Mental Health Services Act Prevention and Early Intervention funds in California due to its documented successes. This funding was used to support two demonstration sites to fully implement and evaluate the project. **For more information about MCPR, visit www.mariposarespect.net.**



ADDITIONAL RESOURCES & SUPPORT



TRANSFORMING COMMUNITIES *Creating Safety, Justice & Equality*

TECHNICAL ASSISTANCE, TRAINING & RESOURCE CENTER

Technical Assistance and Training Support

TC-TAT serves as a statewide technical assistance, training, and resource center for the advancement of new practices, learning, and skill development in domestic violence prevention. TC-TAT is available to work with your organization and team members to provide guidance in the application of the “6 Steps for Making Your Prevention Case” prevention tool and development of your final Prevention Case Statement Summary.

We provide:

- Individual consultations via e-mail and teleconferences with the requesting agency.
- Specialized training sessions through webinars.
- Other technical assistance, such as on-site assistance, may be available on request.

If you would like to submit a request for technical assistance, please contact TC-TAT at info@transformcommunities.org or at (415) 526-2546.

Our Manual

TC-TAT highly recommends that you review “Making the Case for Domestic Violence Prevention Through the Lens of Cost-Benefit: A Manual for Domestic Violence Prevention Practitioners (and the State and Local Policy-Makers They Present to).” TC-TAT’s pilot workshop and technical assistance program was based on this manual, which includes a detailed explanation of the application of cost-benefit frameworks for domestic violence prevention programs. This manual includes worksheets, tools, and examples.

To download this free manual, visit:

transformcommunities.org/cdvp/CDVP_toc.html

ADDITIONAL RESOURCES & SUPPORT

Select List of References

For an annotated list of additional resources for planning, evaluating and costing prevention programs, see: www.transformcommunities.org/cdvp/CDVP_Af.html

[Evaluation Handbook for Community Mobilization: Evaluating Domestic Violence Activism](#)

Developed by Transforming Communities in 2000, this handbook offers clear, practical steps for charting the course of a community action campaign from its early planning stages through final results reporting. Ideas for linking evaluation with prevention theory, campaign planning exercises, tips for collecting and analyzing data, and sample surveys and assessment tools are laid out in easy-to-read chapters.

[Manual for Estimating the Economic Costs of Injuries Due to Interpersonal and Self-Directed Violence](#) WHO and the United States Centers for Disease Control and Prevention developed this manual on how to assess the economic impact of the two most prevalent forms of violence.

[The Cost of Domestic Violence](#)

Written by Sylvia Walby in 2004, this groundbreaking report addresses the cost of domestic violence for a range of people and social institutions. Adding a financial dimension increases the range of ways in which policy interventions can be articulated, measured and evaluated. While the report focuses on domestic violence in the United Kingdom, much of the information is also relevant for a U.S. audience.

[The Business Case for Domestic Violence Programs in Health Care Settings](#)

Developed by The Family Violence Prevention Fund and Physicians for a Violence Free Society in collaboration with an expert advisory committee of health care, managed care leaders, purchasers, clinicians, researchers and domestic violence advocates, these materials are an invaluable tool for anyone working in a health care setting.

[Handbook for the Documentation of Interpersonal Violence Prevention Programs](#)

Developed by the World Health Organization in 2004, this handbook provides a framework for the systematic collection of information about interpersonal violence prevention programs in diverse settings.

APPENDIX OF DOCUMENTS & TOOLS

Link to the Manual – Chapter 4: Basic Cost Terms

http://www.transformcommunities.org/cdvp/CDVP_4a.html

6 Steps for Making Your Prevention Case

http://maws.org/tctatsite_top/CalEMA_User/Template_6StepsforMakingDVPreventionCase.doc

Real Life Example: Mariposa County Project Respect

http://maws.org/tctatsite_top/CalEMA_User/MariposaProjectRespect_RealLifeExample.pdf

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Cost-Benefit Terms Activity Worksheet

http://maws.org/tctatsite_top/CalEMA_User/CostTerms_ActivityWorksheet

Guidelines for Primary Prevention of Sexual Violence & Intimate Partner Violence

http://maws.org/tctatsite_top/CalEMA_User/VirginiaGuidelinesforPrimaryPrevIPVSA

Centers for Disease Control and Prevention: Violence Prevention

<http://www.cdc.gov/ViolencePrevention>

Violence for Prevention Alliance: <http://www.who.int/violenceprevention>

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Worksheet: Using Data to Make Your Case

http://maws.org/tctatsite_top/CalEMA_User/Worksheet_UsingDatatoMakeYourCase

Costs of Domestic Violence and Sexual Assault

http://maws.org/tctatsite_top/CalEMA_User/CostofDomesticViolence%26SexualAssault.pdf

Link to the Manual – Chapter 7: Using Data to Make Your Case

http://www.transformcommunities.org/cdvp/CDVP_7a.html

Adding Power to Our Voice: A Framing Guide for Communicating About Injury

http://maws.org/tctatsite_top/CalEMA_User/AddingPowertoVoices.pdf

Health Care Reform Policy Brief by Prevention Institute and the California Endowment

http://maws.org/tctatsite_top/CalEMA_User/HealthCareReformPolicyBrief

Fact Sheet Summarizes U.S. Cost of Violence

<http://www.cdc.gov/ncipc/factsheets/CostOfViolence.htm>

Cost of Intimate Partner Violence Against Women in the U.S.

http://maws.org/tctatsite_top/CalEMA_User/CostofIVPAgainstVAW_US.pdf

APPENDIX OF DOCUMENTS & TOOLS

Criminal Justice Center's Domestic Violence Statistics

http://maws.org/tctatsite_top/CalEMA_User/CriminalJusticeCentersDVStatistics.pdf

Costs of Sexual Violence in Minnesota

http://maws.org/tctatsite_top/CalEMA_User/CostofSAinMINN

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Worksheet: Your Theory of Cause

http://maws.org/tctatsite_top/CalEMA_User/Worksheet_TheoryofCause

Link to the Manual-Chapter 6: Why Knowing A Program's Underlying Theory Matters

http://www.transformcommunities.org/cdvp/CDVP_6a.html

Why Theory is Important, TC-TAT Catalyst Newsletter

http://maws.org/tctatsite_top/CalEMA_User/WhyTheoryisImportant_Catalyst2007

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Worksheet: Spectrum of Community Change

http://maws.org/tctatsite_top/CalEMA_User/Worksheet_SpectrumofChange

Sample Research List for Mariposa Country Project Respect

http://maws.org/tctatsite_top/CalEMA_User/MariposaProjectRespect_ResearchList

12 Principles of Effective Prevention Programs

http://maws.org/tctatsite_top/CalEMA_User/12PrinciplesofEffectivePreventionPrograms

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Worksheet: Your Theory of Change

http://maws.org/tctatsite_top/CalEMA_User/Worksheet_TheoryofChange

Link to the Manual - Chapter 3: Levels of Prevention

http://www.transformcommunities.org/cdvp/CDVP_3f.html

Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence by the Virginia Sexual & Domestic Violence Action Alliance in collaboration with the Virginia Department of Health (2009)

http://maws.org/tctatsite_top/CalEMA_User/VirginiaGuidelinesforPrimaryPrevIPVSA

The Community Builder's Approach to Theory of Change, by Andrea A. Anderson

http://maws.org/tctatsite_top/CalEMA_User/CommunityBuildersApproachtoTOC.pdf

APPENDIX OF DOCUMENTS & TOOLS

Developing a Theory of Change Logic Model, W.K. Kellogg Foundation,
http://maws.org/tctatsite_top/CalEMA_User/DevelopingTOCModel

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5 Indicators of Social Change

http://maws.org/tctatsite_top/CalEMA_User/5IndicatorsSocialChange_WomensNetwork

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Handout: Prevention Measurable Outcomes

http://maws.org/tctatsite_top/CalEMA_User/PreventionMeasurableOutcomes

Evaluation Handbook for Community Mobilization: Evaluating Domestic Violence Activism, by TC-TAT, 2000.

<http://www.transformcommunities.org/store.html>

Youth Participatory Evaluation: Strategies for Engaging Young People, by Kim Sabo-Flores, 2008.

www.kimsaboflores.com

Community Key Leader Survey, by Goodman and Wandersman (Developed for drug and alcohol abuse prevention but can be adapted for domestic violence prevention):

http://maws.org/tctatsite_top/CalEMA_User/CommunityKeyLeaderSurvey

Tri-Ethnic Prevention Research Center: Community Readiness Model:

http://maws.org/tctatsite_top/CalEMA_User/TriEthnicResearch_Communityreadiness

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Worksheet: Create a Cost Analysis Profile

http://maws.org/tctatsite_top/CalEMA_User/Worksheet_CreatingCostAnalysis

Link to the Manual - Chapter 4: What is Cost-Effective Analysis?

http://www.transformcommunities.org/cdvp/CDVP_4e.html

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See Mariposa County Project Respect's Case Statement Summary

http://maws.org/tctatsite_top/CalEMA_User/MariposaProjectRespect_CaseStatement

See Sample Marketing Brochure: Mariposa County Project Respect

http://maws.org/tctatsite_top/CalEMA_User/MariposaProjectRespect_MarketingBrochure.pdf

APPENDIX OF DOCUMENTS & TOOLS

See Sample Solicitation Letter

http://maws.org/tctatsite_top/CalEMA_User/WomensCrisisSupport_SampleDonorLetter

Case Statement Summary Template

http://maws.org/tctatsite_top/CalEMA_User/CaseStatementSummaryTemplate.doc

Action Plan For Developing Your Prevention Case Statement

http://maws.org/tctatsite_top/CalEMA_User/ActionPlanforCaseStatement

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Evaluation Handbook for Community Mobilization: Evaluating Domestic Violence Activism

www.transformcommunities.org/store.html

Manual for Estimating the Economic Costs of Injuries Due to Interpersonal and Self-Directed Violence

http://maws.org/tctatsite_top/CalEMA_User/Manual_CostsofInjuriesIPVandSelfDirected

The Cost of Domestic Violence

http://maws.org/tctatsite_top/CalEMA_User/CostofDV_SylviaWalby

The Business Case for Domestic Violence Programs in Health Care Settings

http://maws.org/tctatsite_top/CalEMA_User/BusinessCaseforDVinHealthCare

Handbook for the Documentation of Interpersonal Violence Prevention Programs

http://maws.org/tctatsite_top/CalEMA_User/HandbookforDocumentationIPV

